

10 November 1975

MEMORANDUM FOR: Director of Training

SUBJECT : Industrial College of the Armed Forces

1. The following comments relate to my attendance at the Industrial College of the Armed Forces as a member of the Class of 1975.

2. Regarding the five "core units" which were taught sequentially throughout the year, I found no serious fault with them. However, taken as a whole the core units appeared designed to dispel any ideas the students might have that President Eisenhower's astute warning about the military-industrial complex could contain a measure of truth. While the country's pressing social and economic ills were acknowledged, the students were made to feel somehow uninformed or even unpatriotic if they were tempted to assign a lesser priority to national defense needs. The challenge was never issued for the students to delve into ways to make the Soviets not only preach but practice detente.

3. The unsettling aspect of the year at the Industrial College -- as promoted by the curriculum -- was the realization that perhaps there was no alternative to an unending succession of larger defense outlays. Again, if alternatives were identified they got short shrift in student seminars.

4. An improvement in the overall curriculum might be brought about by greater emphasis on examining U.S. problems against a "one world" perspective. Somehow the college (ICAF) must learn to tolerate, and to pass on to its students, that acceptance of a role in world affairs in no way diminishes a citizen's role as an American. The "national security" angle was too convenient, too all-embracing as far as being palpably acceptable as the reason for much of what the U.S. does. How much more provocative some of the discussion seminars might have been if "national security" was ruled invalid as a reason for pursuing a particular course of action.

5. With regard to career enhancement by attendance at ICAF, I have no doubt that my personal understanding of the whys and wherefores of policymaking in the national security arena has been greatly expanded. Others will ultimately have to decide if this increased understanding is to help the Agency.

6. In looking at the time in my career when I attended ICAF, I think it was about right. I say this since I fully expect to follow with at least ten more years of Agency service. I believe this point is more important than the actual age of the student when he attends ICAF.

7. I found the single most important course at ICAF to be the course on analytical techniques in decision making. I would urge this particular course be expanded and the student given more time to comprehend what the course has to offer.

8. One major criticism of the ICAF curriculum has to do with the writing requirements. They were entirely too heavy and time demanding, so much so that frequently the student had no choice but to let other things slide ... other things which he would have preferred doing (reading assignments and preparation for discussion seminars) and from which he might have gained greater benefits. Clearly, two or three papers are sufficient for a student to demonstrate his writing skills. As a student I was assigned a total of 12 papers and was designated the editor on a group report. There was practically no time available to exchange ideas and experiences with fellow students, a requisite, I would think, of any joint school.



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